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Administration of physical education programs for Jewish community centers with limited facilities.

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ADMINISTRATION OF PHYSICAL EDUCATION PROGRAMS
FOR JEWISH COMMUNITY CENTERS WITH
LIMITED FACILITIES

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ADMINISTRATION OF
PHYSICAL EDUCATION PROGRAMS
FOR JEWISH COMMUNITY CENTERS WITH
LIMITED FACILITIES

BY

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THESIS SUBMITTED FOR DEGREE OF MASTER OF SCIENCE

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PREFACE

"Health and physical education occupy in modern times the same paradoxical position as do the ancient classics of literature. A classic has been defined as a book that everybody praises and few read. Similarly, health and physical education are regarded generally as most valuable assets for efficient living; yet comparatively few people practice what they believe so that they may enjoy the fruits in the form of continuous, positive well being."

SAMUEL LEFF

INTRODUCTION

As director of physical education of the Springfield Y.M. and Y.W.H.A., it is my lot to conduct an athletic program for a large and varied membership, within limited facilities. The organization does not possess a gymnasium, and can allow only a small budget for physical education. In spite of these handicaps, a program is being carried on for boys, girls, young men, and young women.

The Springfield Y.M. and Y.W.H.A. has hopes of enlarging its facilities, but until that time comes there remains the problem of providing an adequate program. What is more, there will always be other organizations which will have to work within limited facilities. It occurred to the writer, therefore, that a study of the pooled ideas and experiences of other Y.M. and Y.W.H.A. leaders working under similar conditions might lead to a series of helpful suggestions for all smaller organizations having a similar objective.

It was felt that if sufficient information as to facilities could be gathered from Y.M. and Y.W.H.A. leaders, a yardstick with which to measure the results of smaller organizations might be available. For the purposes of comparison and evaluation, organizations

with facilities were also studied.

The questionnaire method was used, and eighty institutions representing every section of the country and Canada and varying from no athletic program and no facilities to those possessing facilities and conducting a full program, responded very enthusiastically. To them the writer is grateful for their very valuable assistance.

The total number of questionnaires sent out was 275, taken from the Jewish Welfare Board listing of Jewish Community Centers. Since many of these organizations function solely for religious purposes, the return of eighty questionnaires may be considered as a very good percentage.

Attached at the end of the thesis is a sample copy of the questionnaire.

BRIEF HISTORY OF PHYSICAL EDUCATION IN
JEWISH COMMUNITY CENTERS

The history of physical education in Jewish Community Centers¹ dates back to within a year of the time the first permanent Y.M.H.A. was founded in 1874, in New York City. Records of this Y.M.H.A. mention "Athletic Circles" among their activities in 1875.

In 1877, the New York Y.M.H.A. opened a complete gymnasium, as did also the Newark Y.M.H.A., which occupied a building including a gymnasium that was 90 feet long, 40 feet wide and 20 feet high.

The next fifteen years find the erection and maintainance of gymnasiums by Philadelphia, Detroit, Cincinnati, Savannah, Denver, Cleveland, Boston, Charleston, Louisville, Baltimore, Washington, D.C., Birmingham, New Orleans, Macon, Ga., and Selma, Ala.

The first swimming pool was constructed by the Hebrew Education Society of Philadelphia in its new building dedicated in 1891. The size of this pool was only 38 feet six inches by 14 feet, and was used for bathing purposes rather than as a part of a physical education program, as this organization had no gymnasium.

¹ Taken from the records of the Jewish Welfare Board, New York.

Since then, the growth of physical education work in Jewish Community Centers has been very rapid. Community Centers were established throughout the country and many of them were built containing gymnasium facilities and, in some cases, swimming pools as well.

Perhaps the greatest motivator for the expansion of facilities in the Jewish Centers was the Jewish Welfare Board which in 1921 became the national organization of all Y.M.H.A.'s, Y.W.H.A.'s, and Jewish Community Centers.

Of the 325 organizations affiliated with the Jewish Welfare Board in 1937, 117 have gymnasiums, and have a total enrollment of gymnasium members of approximately 150,000.

The first gymnasium instructor was engaged by the New York Y.M.H.A. in 1880. Baltimore followed with a paid full time physical education director in 1881, and in 1890 instructors were employed by Y.M.H.A.'s in Cleveland, Louisville, Philadelphia, Cincinnati, and Savannah.

The New York Y.M.H.A. takes credit for originating in 1875 the first gymnasium class for women, Louisville second, in 1891. Since then, gymnasium classes for women have been a recognized part of the physical education program of all Y.M.H.A.'s and Jewish Centers.

PROGRAM

Before any agency, with or without athletic facilities, begins to set up a physical education program, it should do so with a picture of the ideal set up in mind. The leadership would do well to acquaint themselves with the proper functions, aims, and objectives of physical education in Community Centers. It matters little whether the program is richly endowed with elaborate facilities or merely consists of a single work-out room in the old building, the purpose towards which each program works should be one and the same.

Art Scher, Director of Physical Education of the Y.M. and Y.W.H.A. of Pittsburgh, Pennsylvania, has so, set forth the functions, aims, and objectives of physical education¹ that the Jewish Welfare Board has accepted his standards as its own, and is encouraging all agencies within its fold to become familiar with them.

The writer repeats that no matter how limited one's physical education program might be, it should be conducted with a picture of the goal in mind and, therefore, follows with a short exposition of these functions, aims, and objectives.

¹ Scher, A. "Physical Education in Jewish Community Centers", Jewish Center, October 1937.

A. FUNCTIONS

The functions of physical education in Jewish Community Centers are primarily educational-recreation. It seeks first to develop the vital resources of the individual. In pre-adults this is a developmental process, while in adults, it is a conservation process, viz., keeping fit. It aims, secondly, to educate him in the use of his body through activities that bring satisfaction. It aims, thirdly, to provide recreational channels for the wholesome use of his leisure time, to take part in and to enjoy many interesting motor activities. The Center member engages in sports, games and drills not deliberately or solely for his health, but because they are satisfying to inner urges that impel him. The urge to play, the urge to keep fit, are but two of the motives bringing the individual to the Center. If his participation is regular, sufficiently strenuous, enjoyable and interesting, health will flow from the activity as a by-product. It is also the function of the Center to provide skilled and trained leaders who understand and practice the important principles of health and physical education. The properly trained and well-informed director will understand that the by-products of his teaching will often be more important than the

activity itself. These by-products, or "concomitant results", are attitudes, habits and ideals which will be discussed more fully under objectives.

B. AIMS

According to Jesse F. Williams, Professor of Physical Education, Teachers College, Columbia University, "Physical education should aim to provide skilled leadership and adequate facilities that will afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound." This aim can be applied to physical education in Jewish Community Centers.

The statement requires explanation. The skilled physical director must be able to judge when, and for whom an activity is wholesome. An examination of the needs of the individual is necessary; the question of sex, age, and abilities must be considered. A two mile run is of value to a long distance runner training for a race, but is certainly not wholesome for a working girl; a thirty minute calisthenic drill might satisfy the needs of a group of sedentary business men, but is not the answer to the needs of the 18 to 20 year old working boy whose chief requirement is physical recreation through sports. The Jewish Center physical

instructor should choose his program with an eye to wholesomeness for the group with which he is dealing.

Secondly, the material presented must be interesting and satisfactory to the needs and interests of its members. The activities in a program of physical education are "mentally stimulating and satisfying" when the final result is satisfactory to these biological habits known as instincts, those inner urges psychologists say cause a person to run, jump, climb, hang, fight, throw, push and pull, and serve a useful purpose in present day society. The present machine age and urbanization of society are important conditioning factors in choosing the right kind of activity. Finally, situations that are mentally stimulating and satisfying will secure intellectual and emotional control better than those that are not satisfying.

Socially sound activities are those which contribute to social control and happiness. This provision is secured largely by the concomitant results achieved by competent physical directors. The problem is one of building proper attitudes, ideals and general appreciations. Loyalty, honesty and courage can be taught through games, stunts, and athletics. These attitudes and favorable social

qualities being desirable at all times, should be emphasized by the instructor. Here it is necessary for the director to be sensitive to methods and techniques of teaching. Competitions based upon constructive principles of health and of good sportsmanship are worthwhile, whereas the desire to "get even" with an opponent and encouraging bad blood between two institutions obviously do not promote the social welfare of the players or the Jewish Centers.

C. OBJECTIVES

Four great general objectives may be considered, namely, organic, social, mental, and recreational development. These may be arrived at by examining the desires and needs of those joining the Center.

1. Organic

An individual joins the Jewish Center usually because he wants to keep fit. He has heard that exercise is good for his sluggish feeling. Research and experiments have shown that the normal functioning of circulation, respiration, and elimination systems are the important factors in health. Physical education departments should not interest themselves in bulging biceps. The day of developing oversized muscles is gone. They should be interested

in developing healthy hearts, lungs, livers, proper digestion and eliminations, endurance to meet the stress and strain of the work-a-day world.

2. Social

Another person learns that his friend has joined the Center, whereupon he, too, fills out an application, pays the required dues and meets his friend in all the activities of the gym department. Gymnasiums, swimming pools, handball courts, summer camps, special exercise rooms are great laboratories for developing fellowship. Individuals coming from different sections and groups are thrown together in a game of volley ball. They learn to co-operate - the back man passes to the front man who sets up a high ball for the spiker to take a running jump and smash over the net for a point. The better player shows a novice how to serve; the players call their own fouls. Sportsmanship is practically applied.

A basketball league is to be formed. A captain for each team is needed. A manager of the league is necessary. Details must be arranged. Leadership is given concrete forms. There are many similar examples to be found in the program. The physical department is a great training school for social efficiency. There they learn

through actual performance and practice in the give and take of sports, fellowship, sportsmanship, leadership, co-operation, loyalties and other social attributes. These social attributes are needed because they make for more efficient living.

3. Mental

When one is placed in a situation where he makes a choice between two courses of action, where he must plan, act and judge for himself, that person is functioning mentally. The physical director should provide many situations where this type of "problem-solving" occurs. A natural program, including group and team games and sports, offer these opportunities. A game of basketball affords many "mentally stimulating and satisfying" situations. A guard has just retrieved a ball from the opponent's banking board. He has to plan and act rapidly. Shall he (1) make a quick pass to his teammate, whom he has seen through the corner of his eye while coming down the floor with the ball, (2) dribble to the sideline and then size up the situation, or (3) fake a pass and dribble up the floor? Neuro-muscular activity cannot but be developed in such situations.

In the laboratory of physical activities, the individual learns how he himself, as well as others, behave under stress, and freedom from

social inhibitions, and how, consciously or unconsciously, to make quick decisions. Briefly, the teacher in the Center should concern himself with providing situations (1) that develop quick reaction to specific stimuli, and (2) that permit an individual to form judgments as to proper time and place for the use of specific skills.

4: Recreational

The fourth prospect is a handball player who wants a place to play a good snappy game. The Center has four-walled courts - just the thing he wants. He learns further that a dozen good players visit the institution at 5 P.M. The physical director adds to his monthly report one more handball enthusiast. Probably the most important reason an individual joins the Center is to satisfy his need for recreation. Leisure time has become an important factor in present day life. Commercial forms of recreation, especially of a spectator type have sprung up to meet this need of society. Serious endeavor should be made to teach games and sports an individual can play in maturity. He should be encouraged to make hobbies of certain physical recreations. The physical departments of Jewish Centers should help satisfy those recreational needs and above all, induce participation.

They should do this on an educational basis. A member should be equipped with muscular skills.

He should know the fundamentals of games and sports, he should have the skills and necessary co-ordinations to play these games and sports. An individual likes to play games in which he is most skillful. The department should not only teach him handball, swimming, and basketball, but should inculcate in him the habit and the desire to participate in these and other forms of physical recreation.

Provision for emotional outlets are necessary. Competitive games and contests between organizations, conducted under sportsman-like conditions, are wholesome means of solving the leisure time of the member. Participation by the member should be emphasized and many opportunities given him. There are many members attending the Center who are too timid to enter games. The teacher must be alert to adjust them properly. When the recreational needs of a member are satisfied, a healthier and more efficient member of the community is produced.

Executive directors, boards, and athletic committees should realize it takes time to reach these objectives. The physical director is a teacher, his program is developmental and he should be judged not by how many games the representative teams have won or lost. The criteria for judgment

can be found in the objectives. Is a basketball thrown on the gym floor and the group present allowed to play a hit or miss style of ball, while the physical director retires to his office? Or is there a definite schedule of teaching the fundamental skills of this game with ample opportunity for practice? Are swimming skills taught? Does a spirit of fellowship prevail amongst the gym members? These are some of the questions heads of institutions must ask in evaluating the efficiency of the physical director.

Although these principles are set forth with Jewish Community Centers in mind, they are really material that has been drawn from the physical education field in general and are, therefore, standards that may be employed by any agency dealing with physical education.

To the smaller agency with limited facilities the following information on the organization of the health and physical education department may be quite far removed, yet it may be advisable to set up this phase of the program with the same broad outlook towards the ultimately developed whole.

THE ORGANIZATION OF THE HEALTH AND PHYSICAL EDUCATION DEPARTMENT

MEMBERSHIP OF THE CENTER

BOARD OF DIRECTORS

EXECUTIVE DIRECTOR

DIRECTOR OF HEALTH AND PHYSICAL EDUCATION

DUTIES

1. Organize Program of Department
2. Prepare Schedule of Classes
3. Conduct Classes as Required
4. Supervise Entire Staff of Dept., including paid & volunteer workers, etc.
5. Promote Gym and House Membership Affiliation
6. Co-ordinate Activities of Dept. with general program of center
7. Arrange Health Lectures Exhibits
8. Prepare publicity and literature on health & Phys. Ed. activities
9. Supervise Expenditures
10. In co-operation with Dept. Com., represent Center in inter-organization relations
11. Supervise records and Follow up absences of members
12. Co-operate in Summer and Camp activities

COMMITTEE ON HEALTH & PHYSICAL EDUCATION

FUNCTIONS

1. Formulate policies of the Dept., including gym regulations, rules governing inter-club and other house tournaments.
2. Approve all expenditures of the Dept.
3. Select head of the Department
4. Approve appointments of all assistants in the department
5. Fix conditions of employment of staff (salary, hours, term)
6. Approve program schedule
7. Formulate Budget
8. Co-operate with staff
9. Represent center in inter-organization relations dealing with health and athletic competition
10. Aid in securing funds for prizes, awards, ets.

ATHLETIC COUNCIL

COMPOSED OF

Chairman of Committee on Health & Phys. Ed.
 Executive Director
 Dir. of Health and Physical Education
 Captains of all House Teams
 Select number of active interested members of the gym department

FUNCTIONS

Assist in arranging and conducting intramural and extramural athletic activities
 Aid in details of management, supervision, tickets, etc.
 Promote membership affiliation.

SECT FOR BOYS & MEN

ASS'T FOR WOMEN & GIRLS

ASS'TS IN SWIMMING

MEDICAL STAFF

PAID, VOLUNTEER COACHES

LEADERS CORPS

LOCKER ATT'DS.

TYPICAL SCHEDULE FOR A GYMNASIUM OF A LARGE JEWISH CENTER

PERIOD	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
A.M.	Int. Boys 9-10 AM ----- Sr. Men and Health Club 10AM-12		Women Sr. Women and Health Club 10 AM-12		Women Sr. Women and Health Club 10 AM-12		GYM CLOSED
P.M.	Club Periods and Inter- Club tournaments 2-5 PM ----- Basket- ball Game & Dance 8-11PM	Men Sr. Men & Health Club 12-2 PM ----- Jr. Boys 3:30-4:30 ----- Health Club 5-7 PM ----- Int. Boys 7-8:30 ----- Sr. Men 8:30-9:45	Sr. Men & Health Club 12-2 PM ----- Women Health Club 2-3:30 ----- Jr. Girls 3:30-5 ----- Men Health Club 5-7 PM	Men Sr. Men & Health Club 12-2 PM ----- Jr. Boys 3:30-5 ----- Health Club 5-7 PM ----- Int. Boys 7-8:30 ----- Sr. Men 8:30-9:45	Sr. Men & Health Club 12-2 PM ----- Women Health Club 2-5:30 ----- Jr. Girls 3:30-5 ----- Men Health Club 5-7 PM	Men Sr. Men & Health Club 12-2 ----- Jr. Boys 3:30-5 ----- (GYM CLOSED AFTER SUN- DOWN)	(GYM CLOSED UNTIL AFTER SUN- DOWN) ----- 7-9PM Senior Men & Health Club ----- 9-10 INTER CLUB TOURN AMENT

(Associate Members should be grouped with Seniors.)

TABLE NUMBER 3

TYPICAL SCHEDULE FOR A SWIMMING POOL OF A LARGE JEWISH CENTER

PERIOD	SUNDAY	MONDAY	TUESDAY	WED. THURSDAY	THURSDAY	FRIDAY	SAT.
A.M.	Men & Boys 12 AM-12:30		Women Health Club 10-12 AM		Women Health Club 10-12 AM		
	Club Periods 3-5:30	Men Health Club 12:30-2:30	Sr. Men & Health Club 12:30-2:30	Men Health Club 12:30-2:30	Sr. Men & Health Club 12:30-2:30	Sr. Men & Health Club 12:30-2:30	8-10 PM
	Swimming Meets or Family and Co-ed Swimming 3-10 PM	Juniors 4:30-5:30	Women Health Club 3-4	Juniors 4:30-5:30	Women Health Club 3-4	Jr. Boys 3:30-5:00	INFORMAL SWIMMING and SWIMMING TEAMS PRACTICE
P.M.		Health Club 5:00-7:30	Jr. Girls 4:30-5:00	Health Club 6:00-7:30	Jr. Girls 4:30-5:00	(POOL CLOSED AFTER SUN-DOWN)	
		Inter. 8:30-9:30	Men Health Club 5:00-7:00	Interm. 8:30-9:30	Men Health Club 5:00-7:00		
		Seniors 9:45-10:15	Women Inter. 8:00-9:00	Seniors 9:45-10:15	Women Inter. 8:00-9:00		
			Seniors 9:00-10:30		Senior 9-10:30		

(Associate Members should be grouped with Seniors.)

SUGGESTIONS ON PLANNING A PROGRAM FOR AGENCIES WITH
LIMITED OR WITHOUT FACILITIES

Of the eighty returned questionnaires, forty-one showed the possession of adequate facilities and thirty-nine showed no athletic facilities. Of the thirty-nine showing no facilities, sixteen conducted physical education programs and twenty-three show very little physical education activity.

It is interesting to note that practically every one of the twenty-three institutions which do not conduct physical education programs, admits to the great need in its institution for such activity and bemoans the absence of athletic facilities; yet their average membership of 302 is only thirteen less than their sixteen brother institutions which also have no facilities.

One such organization from the west coast writes, "We have no physical educational facilities and unfortunately no physical educational program at all." Another writes, "please be advised that we have no facilities for physical education in our building. Our recreational program is limited to a Game Room." Still another writes "owing to the fact that we have no gym facilities, we can give you no report on Physical Education."

.....

Since 16 out of the 39 organizations lacking facilities do carry on physical education programs, facilities is not in itself the only determinant for a physical education program. Although the data obtained through the questionnaire is not inclusive enough to reveal directly the other determinants, a study of some of the 16 institutions which possess no facilities and yet conduct programs should yield information concerning possible methods which might be employed by other agencies in setting-up a physical education program.

.....

A study of these agencies reveals a very interesting point. Every one of the sixteen institutions in setting-up its program, availed itself, as step number one, of the use of a gymnasium floor. From the gymnasium floor they branched out to the various other physical education activities which need no gymnasium. Obviously the literal mentioning of the terms physical education and gymnasium are

synonymous and the gymnasium becomes paramount in the setting-up of a worthwhile program. It is quite possible that the atmosphere and environment of a gymnasium makes it the salesroom for all physical education activities. However, even though it may not be absolutely necessary, it seems advisable to direct the community center leaders' attention towards securing a floor as the initial move towards setting-up a program.

The Springfield Y.M. and Y.W.H.A. possessing no physical education facilities has conducted a physical education program for the past three years. With us the gymnasium has also been the nucleus or orbit of our program. Expensive? Not at all. The first two years we arranged with a local W.P.A. recreation center for the use of a gymnasium floor two nights a week. This year, we found it necessary because of a more extended program to rent the use of two gym floors every Monday night at a local high school. Costly? Again no. We pay fourteen dollars for the use of these gyms each week and we feel the service offered to our members well worth this expenditure, not to mention the monetary return from new members attracted to the center by this added service.

The Jewish Community Center of Dayton, Ohio writes, "We have no facilities for any type of physical

education at our Center. We co-operate with the Young Men's and Young Women's Christian Association for our physical education program." That is another way of securing facilities.

From the Jewish Social Services of Hamilton, Canada, comes this interesting note, "The lack of a gymnasium is a real tragedy in the life of our youthful community. However, only today we received word from the Board of Education that they will allow us to use a school gymnasium one evening a week, but limited attendance to the boys between twelve and sixteen, and restricted admission to a team or group engaged in practice or exercise. We feel that the limitation, however, dampening to our spirits, is a move in the right direction, and we are hopeful that through the use of this school gymnasium, we shall be able to illustrate to the Jewish Community the pressing need for proper and adequate facilities".

Table No. 4 shows how and for what length of time the sixteen agencies availed themselves of the use of a gymnasium floor.

TABLE NUMBER 4

SHOWING WHERE AND HOW THE SIXTEEN ORGANIZATIONS
WITHOUT PHYSICAL EDUCATION FACILITIES
AVAIL THEMSELVES OF A GYMNASIUM FLOOR

ORGANIZATION	LOCATION	FROM WHOM RENTED	DAYS PER WEEK	MEMBERSHIP
JEWISH CENTER OF CINCINNATI	CINCINNATI OHIO	HEBREW UNION COLLEGE	4	1250
CONGREGATION JESHUAT ISRAEL COMMUNITY CENTER	NEWPORT R.I.	Y.M.C.A.	ACCORDING TO NEED	75 FAMILIES
SO. PHILADELPHIA JEWISH COM. CENTER	PHILA., PA.	PRIVATE	1	150
Y.M. & Y.W.H.A.	BELMONT, N.J.	PRIVATE	AS NEEDED	175
Y.M. & Y.W.H.A.	HOUSTON, TEX.	PRIVATE	ALL WEEK	250
QUINCY Y.M.H.A.	QUINCY, MASS.	PRIVATE	AS NEEDED	NON-REGISTERED MEMBERSHIP
THE JEWISH SOCIAL SERVICES	HAMILTON, CANADA	*SCHOOL DEPT.	1	200
THE JEWISH COMMUNITY CENTER	YORK, PA.	SCHOOL DEPT.	SEASONAL RENTING	200
Y.M. & Y.W.H.A.	HOLYOKE, MASS.	*W.P.A. (SCHOOL DEPT.)	1	492
JEWISH COMMUNITY CENTER	NEW BRUNSWICK, N.J.	SCHOOL DEPT.	4	700
PHOENIXVILLE Y.M.H.A.	PHOENIXVILLE PENNA.	*W.P.A.	2	20
JEWISH CENTER ASSOCIATION	LOS ANGELES, CALIF.	BOARD OF EDUCATION	4	916
Y.M.H.A.	NEW ORLEANS LA.	K. of C.	TEMPORARY USE	***MEMBERSHIP DISORGANIZED
Y.M.H.A.	CHELSEA A, MASS.	*SCHOOL DEPT.	1	800
Y.M.H.A.	BUFFALO, N.Y.	SCHOOL DEPT.	1	1450
Y.M. & Y.W.H.A.	SPRINGFIELD, MASS.	SCHOOL DEPT.	1	1200

* DOES NOT PAY RENTAL FEE

** 'Y' DESTROYED BY FIRE

With the securing of the use of a gymnasium comes the responsibility of providing proper leadership. The questionnaire results showed three different sources for leadership.

- (a) Paid Men's and Women's Physical Director
- (b) Volunteer Lay Workers
- (c) W.P.A. or other government workers

Where the Center can afford to hire a professional worker to lead the physical education department, it undoubtedly receives the most desirable form of leadership. However, since most community centers function with very limited budgets, the second and third sources are often drawn upon.

The Jewish Community Center of New Brunswick (see Table Number 5) N.J. pays no salaries to its physical education staff. With a total membership of 700 it conducts its program with one volunteer men's physical director and three government (N.Y.A.) workers. This organization has no facilities and rents a gymnasium four days a week from the school department.

The Y.M.H.A. of Quincy, Mass. rents a gymnasium from a private source. The owner of the gymnasium conducts the program.

The Y.M. and Y.W.H.A. of Houston, Texas with a total membership of 250 rents a gym five days a week and turns it over to various club groups. There is no physical education staff. The clubs handle their own programs.

One out of every two Jewish Centers conducting

physical education programs make use of government help in their physical education staff, but it is evident that center executives as a group would prefer to be independent of such aid. The main reason for this may be summed up in the words of one executive who said, "I absolutely am against using any type of government help. I'll pay for my men if I have to limit my program to one night a week and pay a man five dollars for the evening. If I were to encourage the use of W.P.A. and other government workers, the community would learn to depend on this service and when that service is suddenly taken away, where is my program? No, sir, the community must learn to pay for what it receives."

However, there is other opinion which opposes this philosophy and that is created by the fact that in setting up the recreation project the government has done so with the stated objective, "To assist communities in laying the foundations for a permanent program of recreation through the use of their local resources, supplemented temporarily by leadership and resources available through the Works Progress Administration."¹ Naturally, the tendency here is to facilitate recreation so that ultimately it may be taken over by the local powers.

Therefore, since no institutions reported any present disadvantage of using government help, whereas the expressions of appreciation and gratitude were many, it is almost safe to conclude that the use of government help wherever budgets do not allow the hiring of private

¹ John Hopkins, National Administrator of W.P.A.

individuals has worked out successfully and is desirable.

Table Number 5 shows the distribution of these three different classes of workers throughout the eighty institutions.

TABLE NUMBER 5

PAID, VOLUNTEER, AND GOVERNMENT PHYSICAL EDUCATION WORKERS IN EIGHTY JEWISH COMMUNITY CENTERS.

PHYSICAL EDUCATION STAFF	THOSE POSSESSING FACILITIES (41)	THOSE RENTING A GYM (16)	NO GYM AND NO PROGRAM (23)
Paid Men's Director	35	2	0
Paid Wom. Director	15	1	0
Volunteer Workers	*20 (141)	5 (8)	**1
W.P.A. or other Government Workers	*17 (38)	2 (5)	0

* Number of institutions

** The Y.M. and Y.W.H.A. of Fall River, Mass. is the only agency reporting a physical education program without owning or renting a gymnasium.

Let there be no mis-understanding. The writer has pointed out the usual procedure employed by centers, in setting up physical education programs where the facilities are limited, is in the direction of first, providing the facilities and secondly, securing leadership. However, should it be impossible to provide either of these, then it would certainly be wrong to assume that there cannot be a program. There are institutions which carry on programs despite no physical education facilities or leadership.

One organization in the South arranges for its various group organizations or clubs to enter teams in various leagues and tournaments.

Another arranges schedules of games in baseball and basketball whereby organized teams in the Center enjoy the benefits of participation by traveling to other centers or agencies more fortunately endowed with facilities.

The Fall River Y.M.H.A. arranges for boxing, fencing, horseback riding, and hikes, yet lays no claim to possessing facilities or leadership.

However, in these cases of activity without facilities or leadership, there is the feeling amongst center executives that unless the program is conducted more or less on a consistent basis, it tends to be short lived. "The enthusiasm," one executive states, "which shows itself spontaneously in a certain activity usually suffers a similar death.

The writer feels that it is still more desirable to have sporadic physical education activity than none at all. Even though such programs may take place once a month or so, there is the strong possibility that from this activity sparks of desire will kindle the fire of a more consistent and permanent program.

THE PHYSICAL EDUCATION PROGRAM FOR
DIFFERENT AGE GROUPS OF BOYS AND MEN

The Jewish Community Center's unit of service is the family; the young and the old, the male and female. In formulating a program of physical education, the needs, capacities and desires of each age group of each sex must carefully be considered. The following comprises a program only for boys and men. In order to meet their physical needs the program should be planned with reference to their ages and occupations.

1. Natural groupings (following Dr. C. Ward
Crampton's index)¹

A.) BOYS

(1) School Boys

- a. Grammar School (Jrs.) 12-14 yr.
- b. High School

- (a) younger group (jrs.) 14-16
- (b) older group (ints.) 16-18

(2) Employed Boys

- a. Younger group (ints.) 14-16
- b. Older group (ints.) 16-18

B.) MEN

(1) Sedentary Workers

- a. Office and store clerks
(srs.) 18-25 yrs.
- b. Younger business men
(srs.) 25-40
- c. Older business men (health
club group, 40 and over)

¹ Crampton, C. Ward "Pedagogy For Physical Training"
Macmillan Co., 1932.

- (2) Those whose occupations demand vigorous use of large muscle groups.
- (3) Those whose occupations are more or less sedentary, or limited as to space and require the use of small and limited muscle groups.

In planning a program for these age groups certain definite objectives are sought. These are:

1. ORGANIC. Gaining and maintaining health and organic vigor through exercise and instruction in matters pertaining to healthful living.

2. EDUCATIONAL. Gaining control of the neuro-muscular apparatus through formal and informal games, sports, athletics, marching floor drills and gymnastics. Gaining new skills.

3. SOCIAL AND RECREATIONAL. Gaining of self-control, respect for the other fellow, co-operation, enjoyment, proper attitudes and appreciations, leadership.

The following outline is suggested for arranging the program according to age groupings.

PRE-PUBESCENT GROUP (12-14 years of age) -
roughly, the elementary school group.

Physical, Hygienic, Organic Objectives

1. Securing of correct posture
2. Moderate muscular effort
3. Moderate effect on circulation and respiration

Type of Work

Calisthenics:
Corrective and general muscular movements jumping, vaulting, running, folk dancing; games for hygienic effect.

In this period, growth in weight and height is reduced to the minimum. The boy tires easily, and all work should be moderate in amount with frequent periods of rest.

Educational Objective
Aim

Type of Work

- | | |
|---|--|
| 1. Co-ordination of the large muscle groups | Calisthenics with or without apparatus, including dance steps for co-ordination |
| 2. A sense of correct and exact muscular movement (what is popularly known as form) | Swimming |
| | Jumping and vaulting and exercises on apparatus requiring momentary support with special reference to developing accuracy of movement. |

Objective - Social and Recreational Aim

Type of Work

- | | |
|---|---|
| 1. Obedience to law
a. Of the department
b. Of games and sports | Informal games and sports; athletics, handball, basketball, etc. used simply as play. |
| 2. Respect for the rights of others | |
| 3. Wholesome attitude towards play and physical activities | |

PUBESCENT GROUP (14-16 years or High School Age Group)

The work is similar to that listed above, except that increased organic power and co-ordination are sought.

As this is the period when there is a strong tendency to overdo, incentives should be minimized and the need of restraint recognized. The individual should be taught games of higher co-ordination with emphasis upon the individual's subserviency to the interest of the group.

POST-PUBESCENT GROUP (16-20 years)
(College and Working Boys)

In this group the physical objective is to correct and maintain posture and to develop the full muscular power and vitality. The other objectives are sought to be maintained and supplied where deficiency exists. A full program of activities, vigorous enough to challenge interest is sought with allowance for individual sports such as fencing, wrestling, handball, etc., as well as continuation of games and sports of former age groups.

MATURE GROUP (21 and over)

Continue the above program with greater intensity. (See senior men's program that follows)

In this group the Social-Recreational objective receives most stress. The program is shaped to maintain organic vigor. Not many new skills can be taught. Social and recreational objectives are featured. Development of social interest, co-operation in social service and loyalty to the Center may be developed. Fair dealing and community interests are stressed.

PROGRAM FOR SENIOR MEN

(Note. The content for both senior and intermediate groups is similar but for practical purposes, age groups are separated wherever possible in an activity, e.g. two leagues of basketball are organized, one for

intermediates and the other for seniors. After a formal calisthenic class, two types of activity are offered, such as volley ball or basketball, the younger group playing; the latter and the older group taking part in the former.)

A. Physical Characteristics

1. Age--21-30
2. Workers, salesmen, clerks, sedentary occupations
3. Wide range of neuro-muscular control
4. Tendency towards obesity

Physical Objectives and Program

1. To provide large muscle activity vigorous enough to stimulate circulation and respiratory systems and maintain organic vigor.
2. To present games and activities which will produce hygienic effects.
3. To provide facilities and teach sports that can be carried on through middle age.
4. To develop new neuro-muscular skills.

B. Mental Characteristics

1. Highly individual
2. Normal intelligence alertness - reaction
3. Nervous intensity strong likes and dislikes

Mental Objectives and Program

1. Present activities which call for:
 - (a) Simple problem solving
 - (b) Developing old skills
 - (c) Moments of relaxation
 - (d) Games where the individual 'forgets himself.'

C. Social and Recreational Characteristics

1. Egotistic
2. Individual
3. Limited physical recreational interests

Social and Recreational Objectives and Program

1. Present activities which call for:
 - (a) Group co-operation
 - (b) Individual expression under leadership of a member of the group

Social and Recreational
Objectives and Program (Cont'd)

- (c) Situation in which accepted attitudes, ideals and standards of social efficiency are demanded.
- (d) Developing of community and association interests
- (e) Leadership on part of the individual

The following division of time in an approximate two hour period is suggested:

	*Calis- thenics	Apparatus Work	Athletics	Games	Swim	Total
School Boys	22 min.	18 min.	13 min.	26 min.	24 min.	103
Working Boys	23 min.	18 min.	15 min.	24 min.	22 min.	102
Young Men	29 min.	17 min.	12 min.	29 min.	16 min.	103
Business Men	36 min.	?	11 min.	43 min.	16 min.	106

*Note: Calisthenics is not regarded today by many physical directors in Jewish Centers as essential to a complete program. For schoolboys, calisthenics is recommended only for corrective purposes. For the other groups, calisthenics should be voluntary and only organized when members request it. Calisthenics should be used for conditioning and for special cases. The members

should be taught to participate in some sport
such as handball, wrestling, etc.

THE PHYSICAL EDUCATION PROGRAMS FOR GIRLS AND WOMEN

In the Jewish Community Center, women as well as men, girls as well as boys, are provided for in the program. Particularly in the field of health and physical education, there has been a marked growth of interest and participation of the girl and woman in sports, which have improved health, vitality, physique and beauty.

From the standpoint of general objectives, organization, administration, membership policies and practices, the health and physical education work for women in Jewish Centers parallels that previously described for the men. There are, however, some important differences to be noted in the health work with women.

The Jewish Welfare Board, as the national organization of Y.M.H.A.'s, Y.W.H.A.'s, and Jewish Centers, endorses the principles and platform on physical education for women of the Women's Division of the National Amateur Athletic Federation. The following is the official platform of this division:

"The Women's Division of the National Amateur Athletic Federation of America believes in the spirit of play for its own sake, and works for the promotion of physical activity for the largest possible proportion of persons in any given group, in forms suitable to individual needs and capacities, under leadership and environmental

conditions that foster health, physical efficiency and the development of good citizenship.

To accomplish this ideal for women and girls, it aims:

(1) To promote programs of physical activities for all members of given social groups rather than for a limited number chosen for their physical prowess.

(2) To protect athletics from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial advantage of any institution or organization.

(3) To stress enjoyment of the sport and the development of sportsmanship, and to minimize the emphasis placed on individual accomplishment and the winning of championships.

(4) To eliminate types and systems of competition which put the emphasis upon individual accomplishment and winning rather than upon stressing the enjoyment of the sport and the development of sportsmanship among the many.

(5) To restrict recognition for athletic accomplishment to awards which are symbolical and which have the least possible intrinsic value.

(6) To discourage sensational publicity, to guide publicity along educational lines and to stress through it the sport, rather than the individual or group competitor.

(7) To put well-trained and properly qualified

women in immediate charge of athletic and other physical education activities.

(8) To work toward placing the administration as well as the immediate leadership of all physical education activities for girls and women in the hands of well-trained and properly qualified women.

(9) To secure adequate medical examination and medical follow-up advice as a basis for participation in physical activities.

(10) To provide sanitary and adequate environment and facilities for all physical activities.

(11) To work for such adequate time allotment for a physical education program as shall meet the needs of the various age groups for growth, development and maintenance of physical fitness.

(12) To promote a reasonable and sane attitude toward certain physiological conditions which may occasion temporary unfitness for vigorous athletics, in order that effective safeguard shall be maintained.

(13) To avoid countenancing the sacrifice of an individual's health for the sake of her participation in athletic competition.

(14) To promote the adoption of appropriate costumes for the various athletic activities.

(15) To eliminate gate receipts.

(16) To discourage athletic competition which involves travel.

(17) To promote an intelligent choice of physical activities for girls and women which will be in conformity with their structural and functional characteristics and their social traits, rather than an imitation of the activities, conditions and rules in boys' and men's athletics.

(18) To secure the general adoption of special rules for the conduct of girls' and women's athletics whenever they exist and have been approved by this organization, and to promote the study of existing rules of all sports to the end of adapting them, wherever indicated, to the special needs of girls and women."

These general objectives form the basis of sound health and physical education program for girls and women in Jewish Centers. The following programs of health and physical education activities for women as carried out in Jewish Centers, are illustrative of methods adapted to the special requirements of women and girls.

In the Newark Y.M. and Y.W.H.A. regularly scheduled classes, including calisthenic drill, are held for girls and women on Tuesdays and Thursdays of each week. A young married women's group meets mornings of these days, from 10 to 12. Working girls' groups have classes at 6 P.M. and again at 8 P.M. on these two days. The morning class is for the women who wish to retain form by participating in physical activity suitable to their years. For the women who are overweight, reducing

exercises are offered. Other women leave the class just before the more difficult exercises begin. The 6 P.M. group has been especially successful in attracting regularly a large attendance, as this period permits a girl to get a thirty-five minute program followed by a short swim. Enough time is still left to permit opportunities for activities, arranged during the same evenings. Tuesday and Thursday afternoons are devoted to junior girls under the age of fifteen. Recreation periods are offered covering baseball, volley ball, basketball, paddle tennis, roller skating, rope jumping, and bicycle riding.

The game of paddle tennis is very popular with the girls. It is played on the regulation handball courts, with two wooden paddles with short handles. Rules closely resemble the regular game of handball with the exception that the right to accept only good serves is allowed. Tournaments are held every year for the beginners and advanced players. (In some Associations, badminton, because of its similarity to tennis, is a popular sport.)

Insofar as basketball among the girls is concerned, there is no Y.W.H.A. team. A basketball tournament is conducted for gym members with six to eight teams playing against one another, each with its own captain who acts as coach, (which incidentally develops

leadership.) Each girl who competes is awarded a basketball emblem and individual prizes are given to the winners of the tournament by the Girls' Gym and Swim Club, which organization will be discussed later on. This plan of teaching the game of basketball to fifty or sixty girls is in line with the ideal of mass activity rather than that of developing individual stars.

Roller skating is popular with many girls, all of whom purchase their own skates with wooden fibre wheels, so as not to harm the gym floor. Roller skating is permitted at certain periods set aside for this purpose only.

In March of every year, an all around competition is held covering many sports practiced during the year. The girls compete for prizes. This attracts the girl who thinks she has a chance of earning a medal, whereas the average member (who is in the majority) is not so keen about competition.

A club has been developed among the girls most interested in athletics in the department, named the Girls' Gym and Swim Club. This club is both a social and athletic club and has been in existence for several years. The membership is limited and only active gym members are invited to join. The club sponsors athletic events and pays for the prizes offered every year.

Bridges, parties and overnight trips are held, and constitute an attractive element in holding the group together. Bowling was recently initiated, the club meeting all expenses. The experience of this group points to the desirability of social activities as a means of lending interest to gymnasium work and thereby increasing attendance and membership.

A yearly examination is offered, mainly of heart and lungs, by a doctor employed by the Y.M. and Y.W.H.A. A posture test is given every May.

The gym schedule is so arranged that every gym class is followed by a period in the pool, with special hours devoted to swimming instruction for both beginners and advanced pupils.

At the Jersey City Jewish Community Center, two days are also set aside for women and girls. The schedule on these days is as follows:

Health Club for Women

Tuesday and Thursday - - - - 10 A.M. - 12 M.
Tuesday and Thursday - - - - 2 P.M. - 4 P.M.

Senior Women

Tuesday and Thursday - - - - 8 P.M. - 9:30 P.M.

Intermediate Girls

Tuesday and Thursday - - - - 7 P.M. - 8 P.M.

High School Girls

Tuesday and Thursday - - - - 7 P.M. - 8 P.M.

Junior Girls

Tuesday and Thursday - - - - 3:30 P.M. - 5 P.M.

The physical directress presents the following as her objectives:

- "1. To interest women in their physical welfare and induce them to seek the normal in contours and weights.
2. To convince them that good health is the most important factor in their business and social lives.
3. To acquaint them with the exhilaration which comes from scientific exertion and sports.
4. To introduce them to the physiology of the body.
5. To mould the characters of the younger members, teaching them cleanliness of body and morals, fair play, and tolerance for their competitors.
6. To increase and maintain the membership of the gym department."

The program of the department is as follows:

- "1. For the Women's Health Club - members are examined and measured on entering the class. Diets, or rather, sensible menus are advised. The class assembles first on the floor for a workout. This consists of 20 minutes of limbering work. This work is given either standing, at the bars, or

against the wall, in order to vary the program. This limbering comprises also such exercises as heaving, balancing and kicking.

Next on the program are abdominal sitting and hip lying exercises. The work out is never less than 45 minutes and, where the class is especially interested, is carried on for an hour. After class, there are recreative games for 15 minutes, followed by swimming instruction. The Health Club class takes full advantage of the electrical equipment, also of the adjoining lounge. Members arrive one to two hours before class to lounge, eat, play bridge, etc. This has done a great deal towards fostering a social spirit. Where formerly members did not mix, they have become very friendly."

2. Program of the "Women's Evening Gym Classes

"The evening gym classes consist of intermediates, sub-seniors and senior girls. When classes are crowded, intermediates leave by 8 o'clock.

Any member of this class is privileged to be examined and measured when she arrives, and thereafter at intervals. At the early part of the season, those who so desire, have a conference with the Center's doctor, who advises diets, as necessary.

At first, the gym opened at 7 o'clock for those who desired free play, while the measuring was going on. Later, it was opened at 7:30, as the system of leaving members to their own devices was not popular.

The evening program for girls during the winter was:

- 7:30 P.M. - 8 P.M. - Informal work - apparatus, games, special exercises.
- 8 P.M. - 9 P.M. - Formal work. Stress is laid on corrective shoulder work rather than on reducing exercises. Limbering and dancing exercises are also given at the bars, modernistic German exercises, of no greater physical benefit than others, but more interesting; stunt exercises, abdominal sitting and hip lying work.
- 9 P.M. - 9:30 P.M. - Basketball practice for team during September, October and November. Basketball for all after that. A basketball team of 9 girls practiced three months and played 8 games.

The evening class closes with a period in the swimming pool.

During May, a vacation club program was conducted for the purpose of helping the members become proficient in sports offered at summer resorts. Twenty-five girls signed up for tennis, 15 for handball and about 30 for special swimming instruction. A number of girls also took advantage of the solarium.

Among the special features of the girls' gym classes were a gymnasium exhibit, a county fair, a beach party including swimming and games on the beach, and fencing.

3. Program for the Girls' Afternoon Children's Class

Instead of dividing the class into teams as was done during the past two years, a system of individual scoring was adopted to encourage each child to perfect herself. The big contest began in September and continued to March. Thirty-one children were entered. Each event was given a coaching period of two or more sessions, then a formal trial and finally the test for the mark. This contest was marked by a spirit of cooperation and unselfishness. Girls who were proficient in certain athletic feats helped others. The apparatus and paraphernalia for games were set up by the early arrivals to save class time. Some of the events were: broad jump, dash, hurdle, relay, dodge ball, foul shooting, turn over on the flying rings, front fall on the rings, basketball throw, etc. With the completion of this contest, chevrons, medals and pins were awarded.

With the help of the local Tuberculosis League, each child has been examined, weighed and measured. Only one child was found to be underweight. The group was pronounced one of the healthiest and best cared for classes.

The one little girl who was underweight was cared for immediately. Her mother was asked to call, a diet was advised and the little girl was spoken to, with the result that she gained four pounds the first two weeks, and has improved steadily since then.

In addition to this work, the League presented a Health Talk on the second Tuesday of every month. These talks were followed up by the distribution of interesting health literature which the children took home."

Other special health activities for girls and women are:

1. Dancing

Dancing offers many opportunities, especially to women, for health, artistic expression, as well as social recreation. It develops poise, grace and physique of body through proper muscular coordination and control. As music generally accompanies the dance, there is the rhythm of movement and a growing appreciation of the art of music as a cultural acquirement.

Dancing in one or more of its numerous forms should be part of every girl's physical education. It may take the form of gymnastic dancing, athletic, acrobatic, clogging, jigging or soft shoe dancing. Folk dances are not only recreational but also full of historical value.

Classes in social dancing may be included under the direction of the health or the social department of the Jewish Center. However, if social dancing is to be "motion animated by a sense of beauty", it should be conducted on a high plane.

2. Hiking

Despite the fact that this is the "automobile age", there has been a growth in the popularity of hiking as a form of physical recreation for women and men. It offers many pleasurable health opportunities that cannot be secured in any indoor gymnasium such as sunshine, unlimited fresh air, nature study, and picnicking for lunch. Careful mapping out of the course in advance will add considerably to the enjoyment of the surrounding territory, avoiding difficulties of crowded roads, and in getting back home before dark. Children planning to go on hikes should be obliged to get the permission of their parents.

3. Miscellaneous Health Activities

In addition to the above mentioned sports suitable for women and girls, there are many more that are or might be conducted by Jewish Centers. Among these may be listed indoor or outdoor tennis, badminton (a sport similar to tennis), horseback riding, fencing, volleyball, field hockey, roller and ice skating, etc.

Golf is particularly of interest to the modern young woman and special lessons can be arranged during the winter with a professional in charge, in any Center where a golf cage can be set up. Last but not least is swimming, regarded as the healthiest of all sports, which can be taught to all types of swimmers in classes or thru individual instruction.

WHAT CENTER LEADERS THROUGHOUT THE COUNTRY CONSIDER
NOVEL IN THEIR PHYSICAL EDUCATION PROGRAMS.

Physical education leaders find it interesting to hear or read of new ideas as suggested or tried out by other leaders in other parts of the country. In answering questions 9 and 10 of the questionnaire on what they considered novel in their program and any suggestions they would care to make, many of the eighty institutions which responded with information contributed some very worthwhile information which the writer feels will be worth including in this work. Geographically, these institutions represent every section of the Country and also Canada; (See Table Number 6) thus a gathering and pooling of their common interests lends a broader aspect to their sum ideas and suggestions.

TABLE NUMBER 6

GEOGRAPHICAL DISTRIBUTION OF THE EIGHTY INSTITUTIONS STUDIED THROUGH THE QUESTIONNAIRE METHOD.

	THOSE POSSESSING FACILITIES	THOSE RENTING GYMS	NO GYM AND NO PROGRAM
Eastern States	25	7	13
Southern States	4	2	1
Mid-Western States	8	3	7
Western States	2	3	2
Canada	2	1	0

JEWISH COMMUNITY CENTER, LOS ANGELES, CALIFORNIA**

"We have an outdoor playground 120 by 120 yards usable all year around in Southern California."

Y.M. & Y.W.H.A., BELMOR, NEW JERSEY**

"We are planning to convert the auditorium of our Community Center into a gym and place it under proper supervision; this is the most important phase of our activity to our mind."

JEWISH COMMUNITY CENTER, OAKLAND, CALIFORNIA*

"Our summer home camp, while not novel has certainly met the needs of several thousand people, the attendance having grown successively each year. Children and adults who cannot leave the city for country resorts during the school vacation attend our ten weeks' vacation outings. These are scheduled for four days a week and include swims, beach parties, over-night camping trips, boat rides, visits to industrial plants, etc."

JEWISH YOUNG MEN'S AND YOUNG WOMEN'S ASSOCIATION,
ROCHESTER, NEW YORK*

"Our Membership is very large and although we have very fine facilities it should be remembered that our program must include men, women, boys, and girls. Our attendance figures are not important in themselves; what we are aiming at is to give different individuals an opportunity for Physical Education activities. As

an example our intramural group of senior men of over 100 (organized clubs only) could be given activities every men's day to bring them all out. This would increase our attendance records, however, I would much rather create a new interest for a new group, although getting a lesser number in attendance on the record, and proportion the time so that all groups can get a fair amount of time. In other words we are striving for a balanced program for the individual, without forming "gym hogs".

Our program novelties are (a) Palestinian Volley Ball League - one point for attendance - one point for each game won - ten weeks - individuals with most points win shirt, socks, shoe laces. (b) Jewish Maccabea Week, each week during holiday season. (c) Jewish Olympiad Week each week during Easter Vacation.

JEWISH PEOPLE INSTITUTE, CHICAGO, ILLINOIS*

"We have a mixed class on Sunday afternoons where the young men and women take a calisthenic workout together."

This is a very interesting no notation in as much as this institution has a membership enrollment of 15,989 and carries on a progressive general program.

JEWISH COMMUNITY CENTER, DETROIT, MICHIGAN*

"Physical Education program (activities) for male social members. Practically all our male social members are organized into clubs. We provide basketball and softball leagues, track, and swimming meets for these groups. A total of forty clubs participated in the program in 1937. "

YOUNG MEN'S AND YOUNG WOMEN'S HEBREW ASSOCIATION,
PITTSBURG, PENNSYLVANIA

"We have a game which we call Bounce ball, here, consisting of a room the width of a regulation hand-ball court, but twice as long. A net $2\frac{1}{2}$ feet in height and the ball used is the official volleyball. The game is played like hand tennis, but we use the side walls as in four-wall handball."

MOUNT VERNON Y.M.H.A., MOUNT VERNON, NEW YORK

"We have young boys $4\frac{1}{2}$ to 6 in a special class working on correctives and doing apparatus and tumbling work in a very superior manner. We also have surprise activities once each week in order to keep our membership interested -- to wit: marble tournaments, etc."

JEWISH COMMUNITY CENTER, DESMOINES, IOWA

"A free home camp during the summer months in which all our facilities are thrown open to any child wishing to register. Crafts, games, sewing,

drama, dancing, and swimming plus free medical examination all given five days a week from 9 in the morning to four in the afternoon.

During the summer months we offer swimming (special memberships) which draws 300 swimmers each month."

Y.M.H.A., WINNIPEG, MANITOBA*

"Our juvenile and junior boys play a game called 'indoor hockey'. They use wands $3\frac{1}{2}$ feet long and a felt disc. It is played on the gym floor, one goalie and four out. This game is very popular here."

Y.M.H.A., BROCKTON, MASSACHUSETTS*

"Much interest is shown in our pre-vacation out-door program consisting of such activities as golf, fishing, hiking, bicycling, soft-ball, etc."

Y.M.H.A., TAMPA, FLORIDA*

"Basketball and diamond ball are the principal indoor and out-door sports, respectively, in which we participate."

JEWISH COMMUNITY CENTER, STATEN ISLAND, NEW YORK***

"Our program is inadequate because it has never had a full time gym and swim worker; and because in recent years we have turned from even part time paid workers to W.P.A. help."

JEWISH COMMUNITY CENTER, SCHEMECTADY, NEW YORK*

"Our weekly co-ed classes in physical education are the feature interest of our program."

EAST FLATBUSH JEWISH CENTER, BROOKLYN, NEW YORK*

"We are emphasizing instruction work in the various sports activities. Horseback riding is very popular."

Y.M. AND Y.M.H.A., SPRINGFIELD, MASSACHUSETTS**

"The recent organization of a co-educational, recreation club which directs the programming for adult physical education and acts as a sponsoring agent for the physical education activities of the younger groups. This group is composed of men and women registered in the adult gym classes."

* Possesses adequate physical education facilities.

** Possesses no physical education facilities.

*** This is one of the very few agencies who employs W.P.A. help and feels that it does so to its disadvantage. This feeling is created not because of poor work but because the executive feels that when this help is withdrawn the community will be unable to continue the program.

CO-PHYSICAL AND CO-RECREATION ACTIVITIES

A further study of questionnaire results shows that co-physical and co-recreational activities are gaining in popularity throughout the country and more so especially in Community Centers which are limited in facilities. The reason why the "no facilities" organizations have carried this phase of the program further than the others is well contained in the statements made by (a) a leader of a small community center in Long Island, New York, who wrote,

"Because we have no facilities of our own, we are forced to depend on the surrounding natural resources. In arranging our programs we tried to kill two birds with one stone by scheduling activities that could include both sexes. We soon discovered that this incidental arrangement was really the backbone of our program; that it is very possible for boys and girls, young men and young women to play together and create some very fine social attitudes."

However, incidentally or accidentally, this particular leader may have arrived at such a program, his future programs can be substantiated by the philosophy expressed by another executive who wrote,

(b) "Taking a cue from real life where men and

women, and boys and girls work and play together, our program was arranged on a co-ed basis in those activities in which it was natural for both sexes to participate."

The writer asks the reader's indulgence in allowing him to cite Springfield Y.M. and Y.M.H.A. as having an example of a fairly well-organized co-physical and co-recreational program; and hopes that should the reader be planning such a program in a center with or without facilities, this citation will be an aid.

As mentioned previously, the Springfield 'Y' has no facilities and rents two gymnasiums every Monday night. In this Monday night program we give impetus to the co-physical and co-recreational activities.

What can be done with mixed classes in a gymnasium?

The State Teachers College of East Stroudsburg, Pennsylvania, in training its students to become leaders of physical education, conducts all of its gymnasium programs on the mixed class basis. With due regard to physiological differences, etc., the limitations of the classes are surprisingly few; and yet they are conducted in such a manner that neither sex need sacrifice program content in favor of the other. A typical gym class of that institution is conducted as follows:

(A) Marching 20 Minutes

This consists of a fast gymnasium floor drill to music.

(B) Alternate of:

- | | | | |
|-----|--------------|---|------------|
| (1) | Calisthenics | } | 30 Minutes |
| (2) | Dancing | | |

In this period all sorts of dances are learned and practised. Dances ranging from the folk dance to the modern waltz and expressionistic offer a wide variety of interesting activity.

(C) Apparatus Work 40 Minutes

This is the only part of the period where the men and women did not actually work together. However, both sections remained in the gym, divided into squads and circulated from one piece of apparatus to another. Here again the women used practically the same apparatus as did the men with the exception of high bar and spring board.

The Springfield 'Y' with a Stroudsburg graduate as the instructor, has also conducted mixed classes in the gymnasium. A leading question put to him in regard to this type of work has been, "What do you do when the boys want to play basketball?" That is arranged very simply. The entire class is divided into teams; men's teams and women's teams. The women rest while the men play and vica versa. However, very little

basketball is played and more stress is laid on calisthenics, rhythmical games, and dances.

The interest and enthusiasm shown in these classes have been very gratifying, but more important that spirit has made possible the setting-up of a balanced activity program that carries through the entire year.

First, as a result of the interest in the gym classes, there has been organized a co-ed recreational club, composed of gym members, which acts as a clearing house for all mixed or individual activity and also sponsors athletic and other physical education events for the younger groups in the building.

Secondly, this group has arranged for a very broad summer schedule of activity. For instance, Monday night is known as "tennis night". Four courts have been reserved at a neighborhood playground and all know that, weather permitting, they will be well accommodated on that evening. In case of poor weather or unplayable courts, it is understood that the group will meet in the small assembly hall of the Y.M.C.A. and there take part in a program of calisthenics and athletic dances and games.

Wednesday night is set aside for golf and horse-back riding. Those interested in these activities meet

at the 'Y' and from there leave together for their special interest. Much enjoyment is had by the golf group who, as yet, have not been on a golf course. The first month for this activity has been set aside for training and instruction. On a small lot near the building, the group practices putting, chipping, and driving for which we have an improvised canvas net. Golf etiquette and procedure on the course is also casually explained. It is hoped that through this limited training, the group when they make their first appearance on the golf course will at least feel at home despite the scores of 150 and over.

Sunday is the day to which the group looks forward with the most interest; for on every succeeding Sunday there is something different. The first may be a hike to some mountain top, or cave; the next, a deep sea fishing trip. Then there are bicycle trips to be made, softball games to be played and later in the season many swimming excursions to be enjoyed.

Then there are other social functions planned by other groups on other days to which the group is ever ready to respond; namely, Bridge parties, dancing, lectures, and plays. All in all, the spirit shown by the members of the co-ed recreational club is really gratifying. The individual attitudes and relationships

are such that fat girls do not become self-conscious and the awkward enjoy a good laugh with the others.

In justice to the group, it may be said that its existence goes further than satisfying the needs of its members. It also fullfills the other functions of organized groups such as co-operating with charitable enterprises, community movements, and other worthwhile endeavors that may be brought to its attention.

Throughout this thesis, there has been little mention made of the vital need of medical and physical examinations. For this information the writer refers you to an article by Dr. Jacob A. Goldberg, Former Director of the Committee on Health Service for Jews of New York City, on "Medical Examinations in Jewish Community Centers", and also refers you to the works of Meanwell and Rockne on "Training, Conditioning, and Care of Injuries".

CONCLUSIONS

1. Physical Education in Jewish Community Centers dates back to the origin of the first center and has ever been recognized as a necessary and vital part of the general program.

2. It is possible for centers without any physical education facilities to arrange through other resources for a well balanced program.

3. The lack of facilities is not alone an excusable reason for failing to conduct a physical education program.

4. Physical educational facilities can be rented or otherwise obtained for use through a knowledge of the recreational resources of the community.

5. Governmental recreation policies are aids in supplying facilities and leadership.

6. School department officials are aware of the great service they can render in throwing open their physical education facilities to social agencies.

7. The gymnasium floor is paramount in setting up a physical education program; it becomes the hub around which other activities form and revolve.

8. Whenever possible, paid leadership is most desirable. However, programs can be enriched through the medium of volunteer and government workers.

9. Group work principles are as important in physical education as in the other phases of social work.

10. Co-ed physical education is gaining in popularity throughout the country.

11. The impossibility of organizing a physical education program because of the lack of facilities should be the exception rather than the normal condition.

12. The responsibility for the failure to provide a balanced physical education program rests more with the center leader than with the community resources.

SUMMARY

In treating the subject of "Physical Education Programs For Jewish Centers With Limited Facilities", the writer has done so, largely with the intention of bringing to light those factors and bits of information that would tend to help such agencies.

He has attempted to point out what other such handicapped institutions throughout the country are doing. He has pointed out that many centers have been successful in setting up programs despite their facility deficiencies, which are credits to their communities.

In making this attempt, he has gained for himself much valuable information which should serve him usefully in conducting his future physical education programs.

To the many contributors, helpers, and well-wishers, he is very grateful.

Respectfully Submitted

Hyman Rosnick

HYMAN ROSNICK

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APPENDIX

Samples of letters and questionnaires which were mailed to 275 Jewish Community Centers throughout the United States and Canada.

Young Men's and Young Women's Hebrew Association

Twenty-seven Sargeant Street

Springfield, : Massachusetts

February 14, 1938

Gentlemen:

In connection with the Graduate School of Massachusetts State College, I am preparing a thesis on the subject of "Physical Education Programs for Agencies with Limited Facilities".

As Physical Education Director of the Springfield Y.M. and Y.W.H.A., I am actually confronted with the problems suggested in the title of the thesis, and am, therefore, attempting to gather sufficient material in the hopes of making available a series of suggestions useful to other small organizations having a similar objective.

Also, in the case of a city like Springfield, which is ready for expansion, the comparison of results might be helpful in convincing the community of the need of better facilities.

Will you please answer and return the enclosed questionnaire at your earliest convenience. Your co-operation will be greatly appreciated.

Very truly yours,

Chick Rosnick

CHICK ROSNICK
Physical Director

CR:HSR

P.S. Since the results of this study may favorably affect the future of the Physical Education program of the small agency, may I count on your careful and early consideration of this questionnaire.

QUESTIONNAIRE

1. NAME OF ORGANIZATION _____
CITY _____ STATE _____

2. Size of Membership Enrollment _____

3. Distribution of Membership in Approximate Numbers

	<u>MALE</u>	<u>FEMALE</u>
6-10	_____	_____
11-15	_____	_____
16-19	_____	_____
20-25	_____	_____
25 and over	_____	_____

4. Does your organization own its gym? _____ Floor Size _____
(a) Check Facilities you have _____
Swimming Pool _____ Size _____
Wrestling Room _____
Boxing Room _____
Massage Room _____
Corrective Exercise Room _____
First Aid Room _____
Field House _____
Handball Courts _____
Squash Courts _____
Steam Room _____
Add Additional Facilities _____

5. Does your organization rent a gym? _____
(a) How many days a week? _____
(b) From whom (School dep't., Private, etc.) _____

6. Physical Education Staff (Number)
(a) Men's Physical Director paid by own agency _____
(b) Women's " " " " " " _____
(c) Volunteer Lay Workers _____
(d) W.P.A. or other government workers _____

7. Physical Education Program
(Check groups participating-numbers not necessary)

(a)	<u>BOYS</u>	<u>GIRLS</u>	<u>MEN</u>	<u>WOMEN</u>
In Gymnasium	_____	_____	_____	_____
Athletic Games	_____	_____	_____	_____
Wrestling	_____	_____	_____	_____
Boxing	_____	_____	_____	_____
Apparatus Work	_____	_____	_____	_____
Dancing	_____	_____	_____	_____
Group Games	_____	_____	_____	_____
Gymnastics	_____	_____	_____	_____
Marching	_____	_____	_____	_____

Approved by:

W. Swells
Alan S. Mitchell
Harold Moore

Thesis Committee

Date May 24, 1938

